SOCl 520

Corporate power, fossil capital, climate crisis

Course Description

This course forms the core of the Corporate Mapping Project’s (CMP) first Summer Institute. It combines the sociology of corporate power with the political economy of fossil capital and the political ecology of climate crisis. The course does not require a specialized academic background in these areas, and is open to graduate students in sociology and related fields. Topics include:

a) the sociology, political economy and political ecology of fossil capital and carbon democracy as a distinct way of life now in global crisis;

b) modalities of corporate power in this field, ranging from networks of capital ownership and governance, through practices and discourses of corporate hegemony in civil society, media and state, to carbon commodity chains and Indigenous and popular resistance at flashpoints along them; and

c) an examination of the social forces for a just transition from carbon capitalism, as embodied in Indigenous resistance and resurgence, engaged social movement scholarship, and the nurturing of cross-movement alliances and leadership for climate justice.

Our work in the course will centre to some extent upon the case of Canada, but will also extend to other national cases and to the transnational level.

Our time together will be concentrated within one intensive week (May 8-12, 2017), during which CMP team members – both academic and community-based – will be in town for a CMP core team meeting. The Summer Institute is directed by CMP Co-Directors Bill Carroll and Shannon Daub. Bill Carroll is course director of SOCl 520 and is responsible for assessing student performance. We greatly appreciate the support of the Social Sciences and Humanities Research Council of Canada, the UVic Vice President-Academic and Dean of Social Sciences, and the UVic Sociology Department, which is hosting this course.

Course Materials

All readings are available as pdfs or weblinks on our CourseSpaces website.

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Phone: (250) 592-3715
Office: Cornett A338
Office Hours: by appointment
In advance of the Institute, each student will write a brief self-introduction, reflecting on why you are drawn to this Summer Institute and what you hope to take from it. The essay should be no longer than about 500 words, and should be turned in by Friday, May 5. It will comprise 5% of your final grade. We would like these brief essays to be accessible to others participating in the institute, so please upload them to the course website by clicking on the link labeled What brings you here, and what are your hopes? An Introductory Statement.

Each student will write a reflective journal based on your Institute experience, worth 25% of your final grade. The journal should be no longer than 2000 words (not including references) and it should draw on both experience and course readings. The journal is due at the close of the day on May 23 and should be handed in to the course website.

The assessed quality of student participation in SOCI 520 sessions and in the online course forum will form 20% of your final grade.

The term paper will count for 50% of your final grade. It should be focused on a theme and topic within the scope of the Summer Institute, and should be no longer than 4000 words (not including references). In the weeks following the Institute, students will complete these papers, which are due by 15 June 2017.

This course will help students already participating in the CMP (e.g., as research assistants) to deepen their knowledge of the issues at the heart of the Project. For students not already participating in the CMP the course will provide an opportunity to become involved, particularly through publishing term papers on the CMP website (www.corporatemapping.ca), which is the Project’s online venue for knowledge mobilization.
# Course Schedule (see timetable and reading list below)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</table>
| **Day 1**<br>May 8 | - Climate crisis and the role of fossil capital  
- Political economy/ecology of fossil capital (late morning-early afternoon)  
- The role of imperialism, colonialism, land grabs in fossil capital development, past & present  
- 4:30 pm: Colonial Reality Tour of UVic and vicinity, with Cheryl Bryce of Songhees Nation |
| **Day 2**<br>May 9 | - Corporations, class and corporate power. Part 1: Modalities of corporate power in transnational and Canadian contexts  
- Corporations, class and corporate power. Part 2: Mapping corporate power and influence (late morning-early afternoon)  
- Corporate hegemony and the battle for hearts and minds |
| **Day 3**<br>May 10 | - Carbon commodity chains and flashpoints.  
- Part 1: Carbon commodity chains as corridors of power  
- Carbon commodity chains and flashpoints  
- Part 2: Understanding "flashpoints": stories from Indigenous and environmental activists  
- Indigenous resistance and resurgence in the face of big carbon  
- Film night: *To the Ends of the Earth*, on campus at Cinecenta |
| **Day 4**<br>May 11 | - Conversations on Current Realities, Mobilizing Alternatives, and Activism. A workshop organized by CMP student researchers  
- Building strong alliances for climate justice  
- Climate leadership session with Next Up leadership program |
| **Day 5**<br>May 12 | - Presentations and Discussion on Corporate Mapping Project research-in-progress  
- Reception and end-of Institute celebration |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>First Nations territorial acknowledgement and welcome</td>
<td>TBA</td>
<td>Carbon commodity chains &amp; flashpoints</td>
<td>TBA</td>
<td>TBA</td>
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<tr>
<td>Morning session 1</td>
<td>Climate crisis and the role of fossil capital</td>
<td>Corporations, class and corporate power. Part 1: Modalities of corporate power in transnational and Canadian contexts</td>
<td>Carbon commodity chains and flashpoints. Part 2: Understanding “flashpoints”: stories from Indigenous and environmental activists</td>
<td>TBA</td>
<td>TBA</td>
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<tr>
<td>Morning session 2</td>
<td>Political economy/ecology of fossil capital (late morning-early afternoon)</td>
<td>Corporations, class and corporate power. Part 2: Mapping corporate power and influence (late morning-early afternoon)</td>
<td></td>
<td>Presentations on Corporate Mapping Project research-in-progress</td>
<td></td>
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<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afternoon session 1</td>
<td>The role of imperialism, colonialism, land grabs in fossil capital development - past and present</td>
<td>Corporate hegemony and the battle for hearts and minds</td>
<td>Indigenous resistance and resurgence in the face of big carbon.</td>
<td>Building strong alliances for climate justice.</td>
<td>Presentations on Corporate Mapping Project research-in-progress</td>
</tr>
<tr>
<td>Afternoon session 2</td>
<td>4:30 pm: Colonial Reality Tour of UVic and vicinity, with Cheryl Bryce of Songhees Nation</td>
<td>4:30 pm: Colonial Reality Tour of UVic and vicinity, with Cheryl Bryce of Songhees Nation</td>
<td></td>
<td>Climate leadership session with Next Up leadership program</td>
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<tr>
<td>Evening session</td>
<td></td>
<td>BC election-watching night. Venue TBA</td>
<td>Film night: <em>To the Ends of the Earth</em>, on campus at Cinecenta</td>
<td>Reception and end-of Institute celebration</td>
<td></td>
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Corporation Mapping Project Summer Institute 2017
SOCI 520: Corporate Power, Fossil Capital, Climate Crisis

Reading List

Note: readings for each session of the Institute are designated as ‘core,’ ‘shorter online’ and ‘suggested’. Asterisks indicate core and suggested readings that are more reader friendly – written for a wider, public (less exclusively academic) audience. All the shorter online works are written for fairly wide readerships. The core and shorter online works are available on the SOCI 520 CourseSpaces website. The readings are presented in the order of the sessions that make up the Institute.

Climate crisis and the role of fossil capital

Core readings


Shorter online pieces


**Suggested readings**


**Political economy/ecology of fossil capital**

**Core readings**


**Shorter online pieces**


**Suggested readings**


**Imperialism, colonialism, land grabs in fossil capital development – past & present**

**Core readings**


*Shorter online pieces*


*Suggested readings*


**Capital, class and corporate power**

Part 1: Modalities of corporate power in transnational and Canadian contexts

*Core readings*


Shorter online pieces


Suggested readings


Part 2: Mapping corporate power and influence

Core readings


Corporate hegemony and the battle for hearts and minds


Shorter online pieces


Washbrook, Kevin. 2015. ‘Why are people cheering Alberta’s climate plan?’ The Tyee 16 December http://thetyee.ca/Opinion/2015/12/16/Cheering-Alberta-Climate-Plan/

Suggested readings


**Carbon commodity chains and flashpoints**

Part 1: Carbon commodity chains

Core readings


**Shorter online pieces**


**Part 2: Understanding flashpoints**

**Core readings**


**Shorter online pieces**

As long as the rivers flow: Athabasca River Knowledge, Use and Change: [http://www.parklandinstitute.ca/as_long_as_the_rivers_flow](http://www.parklandinstitute.ca/as_long_as_the_rivers_flow) (*Suggested to only read the Media Release, but could read the full report if desired).


Out of Sight, Out of Mind: Gender, Indigenous Rights, and Energy Development in Northeast British Columbia: [http://www.amnesty.ca/outofsight](http://www.amnesty.ca/outofsight) (*Reading the executive summary only is suggested, but could read the full report if desired).
Indigenous resistance and resurgence in the face of big carbon

Core readings


Shorter online pieces


Conversations on Current Realities, Mobilizing Alternatives, and Activism

A workshop organized by CMP student researchers


Building strong alliances for climate justice

Core readings


**Shorter online pieces**


**Suggested readings**


**Climate leadership session**

**Core readings**


*Sweeney, Sean and John Treat. 2017. “Energy Transition: Are We Winning?” TUED Working*
Paper #9. Trade Unions for Energy Democracy, January
http://unionsforenergydemocracy.org/resources/tued-publications/tued-working-paper-9-energy-transition-are-we-winning/

Shorter online pieces

http://greeneconomynet.ca/one-million-climate-jobs-challenge/
Socialist Project. 2016. “A Leap Toward Radical Politics?” The Bullet No. 1265. 7 June. 
## Official Grading Standards
### Undergraduate Records, University of Victoria, 2017

<table>
<thead>
<tr>
<th>Passing Grade</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
<td>A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student’s full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.</td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
<td>A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.</td>
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<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.</td>
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<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
<td>COM Excluded Grade Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.</td>
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<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 – 64</td>
<td></td>
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<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Failing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>0</td>
<td>0-49</td>
<td>Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0-49</td>
<td>F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0-49</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
</tr>
<tr>
<td>N/X</td>
<td>Excluded Grade</td>
<td></td>
<td>Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
</tr>
<tr>
<td>F/X</td>
<td>Excluded Grade</td>
<td></td>
<td>Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
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University Course Policies

Examination and Assignment Policy
As per university policy, absence is only permitted in cases of illness, accident, family affliction, or religious obligations. Missing an exam for other reasons will result in an “F.” Students are responsible for providing official documentation to justify their absence, e.g. a doctor’s note. In cases of justified absences, the student has the right to request a make-up exam. Please note that exams will not be rescheduled to accommodate students’ personal circumstances, including travelling plans. There are no exceptions to this policy.

Grading
In accordance with Senate Regulations, grading on the curve is not permitted. The grades students receive in this course reflect their performance in relation to specified academic expectations. Students should retain a copy of all submitted assignments (in case of loss) and should retain all their marked assignments in case they wish to apply for a Review of Assigned Standings. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. All exams remain the property of the University of Victoria.

Attendance
As per university policy, attendance to all classes is mandatory. Students who are unavoidably absent because of illness, accident or family affliction should report to the instructor as soon as possible. Absences that cannot be justified in accordance with university policies will be subject to penalty at the discretion of the instructor. If you are absent for reasons other than those specified under university policies, then it is not the responsibility of the instructor or the TA to help you catch up with missed lecture material.

Academic Integrity
The Department of Sociology fully and rigorously enforces the Senate Policy on Academic integrity. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation. Students caught cheating in the course will be expelled and reported to the Chair of the Department of Sociology and the Dean of Social Sciences for disciplinary action.

Plagiarism and Cheating
Students must note the statement on “Plagiarism” in the UVic Calendar, and all regulations under the “Policy on Academic Integrity.” Quotes and citations must be used for any material longer than 5 words in succession that is not the student’s original work.

Harassment
The Department of Sociology supports the University’s policies on harassment, and is committed to ensuring that all students, staff, and faculty are able to exercise fully their rights to participate in activities at the University without fear of harassment.
**Accommodations**
The University of Victoria accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. As per university policy, students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

**Classroom Etiquette**
Distractions can easily hinder the difficult process of conveying knowledge. Please observe standard classroom etiquette. Entering the classroom after the instructor’s presentation has started can be distracting both to the instructor as well as to other students. While occasional lateness may be unavoidable, your dedication to being on time is greatly appreciated. The use of electronic communication devices is also a distraction to both the instructor and classmates. This includes texting and surfing the internet. Please turn off your electronic communication devices before entering the classroom and refrain from using them during class. If there is a justifiable reason for using your device during class (e.g., expecting an urgent call related to health or illness), please notify the instructor ahead of time, keep the device on vibrate, and exit the room if you must receive a message.

**Commitment to Inclusiveness and Diversity**
The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. The Department of Sociology is committed to inclusiveness and to a welcoming, friendly learning and working environment. We condemn sexism, ageism, racism, ethnocentrism, homophobia and inappropriate behaviour toward people with a disability.